

		Universitas Negeri Surabaya Faculty of Sports and Health Sciences, Undergraduate Nutrition Study Program					Document Code																																																																					
SEMESTER LEARNING PLAN																																																																												
Courses		CODE		Course Family		Credit Weight		SEMESTER	Compilation Date																																																																			
Food Consumption Assessment		1321102034				T=0	P=0	ECTS=0	4	July 18, 2024																																																																		
AUTHORIZATION		SP Developer			Course Cluster Coordinator			Study Program Coordinator																																																																				
				Amalia Ruhana, S.P., M.P.H.																																																																				
Learning model	Project Based Learning																																																																											
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																											
	Program Objectives (PO)																																																																											
	PLO-PO Matrix																																																																											
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Short Course Description	Understanding of knowledge about food consumption assessment concepts, methods, instruments, consumption data processing and interpretation of food consumption results; able to collect data on food consumption in the community through interviews; uncovering the roots of nutritional problems in society and designing programs to improve nutrition through food consumption. Learning is carried out by applying a scientific approach. The learning activity ends with practice answering questions by each student, group discussion activities and practice in the field.																																																																											
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;"></td> <td colspan="16" style="text-align: center;">PO Matrix at the end of each learning stage (Sub-PO)</td> </tr> <tr> <td colspan="16" style="text-align: center;"> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;"></td> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table> </td> </tr> </table>											PO Matrix at the end of each learning stage (Sub-PO)																<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;"></td> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>																	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main : 1. Gibson, Rosalind S. 1993. Nutritional Assessment, A Laboratory Manual. New York. Oxford University Press. 2. Supariasa, dkk. 2005. Penilaian Status Gizi. Jakarta: EGC 3. Sirajuddin, Mustamin M, Nadimin, Rauf S. 2002 . Survei Konsumsi Pangan. Jakarta. EGC . 4. Sirajuddin, Surmita, Astuti T. 2018. Survey Konsumsi Pangan, Bahan Ajar Gizi Pusat Pendidikan Sumber Daya Manusia Kesehatan. Kementerian Kesehatan Republik Indonesia. 5. Kusharto CM, Supariasa D,N. 2014. Survei Konsumsi Gizi. Yogyakarta. Graha Ilmu.																																																																											
	Supporters:																																																																											
Supporting lecturer	Prof. Dr. Rita Ismawati, S.Pd., M.Kes. Amalia Ruhana, S.P., M.P.H. Cleonara Yanuar Dini, S.Gz., Dietisien, M.Sc.																																																																											
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation				Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																																																																			
		Indicator	Criteria & Form			Offline (offline)	Online (online)																																																																					
(1)	(2)	(3)	(4)			(5)	(6)	(7)	(8)																																																																			

1	Able to understand the concept of food consumption assessment	Explain the meaning of food consumption; Explain the purpose of food consumption assessment; Explain the objectives of food consumption assessment	Criteria: 1. Correct answers are given a score of 10 2. Wrong answers are given a score of 0	Lectures, discussions, questions and answers, reflections and exploration. 2 X 50 Online Lectures			0%
2	Able to understand Food Consumption Assessment/Survey Methods	Explain various consumption assessment methods based on observation targets; Explains consumption assessment methods based on data types. Explains factors for selecting food consumption assessment methods	Criteria: 1. Correct answers are given a score of 10 2. Wrong answers are given a score of 0	learning method: Problem Based Learning. Lectures are held online 2 X 50			0%
3	Able to understand 24 hour Food Recall	Explain the concept of 24 Hour Food Recall Procedure for carrying out a 24 Hour Food Recall Errors in 24 Hour Food Recall Advantages and disadvantages of 24 Hour Food Recall	Criteria: 1. The correct answer gets a score of 10 2. Wrong answers get a score of 0	Problem Based Learning Lectures are held online 2 X 50			0%
4	Able to understand Food Weighing	Explain the concept of Food Weighing. Procedure for carrying out Food Weighing. Errors and biases in Food Weighing. Advantages and disadvantages of Food Weighing.	Criteria: 1. The correct answer gets a score of 10 2. Wrong answers get a score of 0	Problem based Learning Lectures are held online 2 X 50			0%
5	Able to understand Food Frequency Questionnaire (FFQ)	Explain the concept of the Food Frequency Questionnaire (FFQ) Procedure for conducting the Food Frequency Questionnaire (FFQ) Errors and biases in the Food Frequency Questionnaire (FFQ) Advantages and disadvantages of the Food Frequency Questionnaire (FFQ)	Criteria: 1. The correct answer gets a score of 10 2. Wrong answers get a score of 0	Problem based Learning Lectures are held online 2 X 50			0%
6	Able to understand Food Record and Dietary History	Explain the concept of Food Record and Dietary History Procedures for conducting Food Record and Dietary History Errors and biases in Food Record and Dietary History Advantages and disadvantages of Food Record and Dietary History	Criteria: 1. The correct answer gets a score of 10 2. Wrong answers get a score of 0	Problem Based Learning Lectures are held online 2 X 50			0%
7	Able to understand Food Account and Food Inventory methods	Explain the concept of Food Account and Food Inventory Procedures for conducting Food Accounts and Food Inventory Errors and biases in Food Accounts and Food Inventory Advantages and disadvantages in Food Accounts and Food Inventory	Criteria: 1. The correct answer gets a score of 10 2. Wrong answers get a score of 0	Problem Based Learning Lectures are held online 2 X 50			0%
8				2 X 50			0%
9	Able to estimate and analyze the results of food consumption assessments	1. Explains estimation techniques using generic food recipes 2. Explains estimation techniques with raw-to-cook conversion factors 3. Estimation of Oil Absorption 4. Explain the process of analyzing food consumption data 5. Carry out manual and computerized analysis of consumption data (computer program application/Nutrisurvey)	Criteria: 1. The correct answer gets a score of 10 2. Wrong answers get a score of 0	Problem Based Learning Lectures are held online 2 X 50			0%

10	Able to evaluate the results of food consumption assessments/surveys	<ol style="list-style-type: none"> 1.Explain the purpose of evaluating the results of food consumption assessments 2.Explains the process of evaluating the results of food consumption assessments using AKG with weight correction 3.Explain the process of evaluating food consumption assessment results using Estimated Average Requirement (EAR) 4.Explain the process of evaluating the results of food consumption assessments using Nutrient Adequacy Ratio/NAR and Mean Adequacy Ratio/MAR 5.Explain the process of evaluating the results of food consumption assessments using the Index of Nutritional Quality (INQ) 	Criteria: <ol style="list-style-type: none"> 1.The correct answer gets a score of 10 2.Wrong answers get a score of 0 	Problem Based Learning Lectures are conducted online 2 X 50			0%
11	Able to collect data in food consumption surveys	<ol style="list-style-type: none"> 1.Students can choose the appropriate method for assessing food consumption 2.Students can collect data in food consumption surveys correctly 	Criteria: <ol style="list-style-type: none"> 1.The correct answer gets a score of 10 2.Wrong answers get a score of 0 	Problem Based Learning Lectures are held online 2 X 50			0%
12	Able to collect data in food consumption surveys	<ol style="list-style-type: none"> 1.Students can choose the appropriate method for assessing food consumption 2.Students can collect data in food consumption surveys correctly 	Criteria: <ol style="list-style-type: none"> 1.The correct answer gets a score of 10 2.Wrong answers get a score of 0 	Problem Based Learning Lectures are held online 2 X 50			0%
13	Students are able to analyze and evaluate food consumption data	<ol style="list-style-type: none"> 1.Students estimate and analyze food consumption data 2.Students evaluate food consumption assessment data 	Criteria: <ol style="list-style-type: none"> 1.The correct answer gets a score of 10 2.Wrong answers get a score of 0 	Problem Based Learning Lectures are held online 2 X 50			0%
14	Students are able to analyze and evaluate food consumption data	<ol style="list-style-type: none"> 1.Students estimate and analyze food consumption data 2.Students evaluate food consumption assessment data 	Criteria: <ol style="list-style-type: none"> 1.The correct answer gets a score of 10 2.Wrong answers get a score of 0 	Problem Based Learning Lectures are held online 2 X 50			0%
15	Able to review consumption assessments in various nutritional research articles	Identify nutrition research that uses food consumption assessments. Review research articles that apply food consumption assessments	Criteria: <ol style="list-style-type: none"> 1.If correct, get a score of 10 2.If it is wrong, get a value of 0 	Problem Based Learning Lectures are held online 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.

2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.